

DRAFT 6/06/06

Part III. High School

Correlation between Project WILD/WILD Aquatic and the National Curriculum Standards for Social Studies: *High School*

Indexed by Social Studies Curriculum Standard (theme and performance expectation)

CURRICULUM STANDARDS FOR SOCIAL STUDIES (High School)	PROJECT WILD & WILD AQUATIC ACTIVITIES <i>* supplemental information provided in Iowa Supplements to Project WILD/Project WILD Aquatic</i>		
	Project WILD/WILD Aquatic Section	Activity Guide, Title & Symbol	Grade(s)
I. CULTURE a. Analyze and explain the ways groups, societies, and cultures address human needs and concerns.	Ecological Knowledge	WILD, We're in This Together ☉	9 – 12
	Social and Political Knowledge	WILD, Arctic Survival ●	9 – 12
		WILD Aquatic, Sea Turtles International ☉	9 – 12
		WILD Aquatic, When a Whale is Right ☉	9 – 12
	Sustaining Fish & Wildlife Resources	WILD, Deer Crossing ○	9 – 12
		WILD, Deer Dilemma ○	9 – 12
		WILD, From Bison to Bread: The American Prairie○	9 – 12
		WILD, Philosophical Differences ○	9 – 12
		WILD, Sustainability: Then, Now, Later ☉	9 – 12
		WILD Aquatic, Dam Design ☉	9 – 12
b. Predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.	Ecological Knowledge	WILD, We're in This Together ☉	9 – 12
	Sustaining Fish & Wildlife Resources	WILD, A Picture is Worth a Thousand Words ○	9 – 12
		WILD, Cabin Conflict ○	9 – 12
		WILD, From Bison to Bread: The American Prairie○	9 – 12
		WILD, Wildlife Issues: Community Attitude Survey ☉	9 – 12
		WILD Aquatic, Facts and Falsehoods ○	9 – 12

Key to Symbols:

- Concept is a main focus of the activity
- Concept is addressed in the activity

- ☉ Concept is part of the focus of the activity
- n/c no correlation

I. CULTURE	Project WILD/WILD Aquatic Section	Activity Guide, Title & Symbol	Grade(s)
c. Apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns.			n/c
d. Compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change.	Social and Political Knowledge	WILD Aquatic, When a Whale is Right ○	9 – 12
	Sustaining Fish & Wildlife Resources	WILD, From Bison to Bread: The American Prairie ○ WILD, Wildlife Issues: Community Attitude Survey ○	9 – 12 9 – 12
e. Demonstrate the value of cultural diversity, as well as cohesion, within and across groups.			n/c
f. Interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross cultural understanding.	Social and Political Knowledge	WILD Aquatic, Sea Turtles International ○	9 – 12
	Sustaining Fish & Wildlife Resources	WILD, A Picture is Worth a Thousand Words ○	9 – 12
g. Construct reasoned judgments about specific cultural responses to persistent human issues.	Social and Political Knowledge	WILD Aquatic, Sea Turtles International ○	9 – 12
	Sustaining Fish & Wildlife Resources	WILD, Philosophical Differences ○ WILD Aquatic, Dam Design ○	9 – 12 9 – 12
h. Explain and apply ideas, theories, and modes of inquiry drawn from anthropology and sociology in the examination of persistent issues and social problems.			n/c

Key to Symbols:

- Concept is a main focus of the activity
- Concept is addressed in the activity

- ⊙ Concept is part of the focus of the activity
- n/c no correlation

II. TIME, CONTINUITY, AND CHANGE	Project WILD/WILD Aquatic Section	Activity Guide, Title & Symbol	Grade(s)
a. Demonstrate that historical knowledge and the concept of time are socially influenced constructions that lead historians to be selective in the questions they seek to answer and the evidence they use.			n/c
b. Apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.	Sustaining Fish & Wildlife Resources	WILD, Back from the Brink ○ WILD, From Bison to Bread: The American Prairie ◎ WILD, Sustainability: Then, Now, Later ◎ WILD Aquatic, The Glass Menagerie ○	9 – 12 9 – 12 9 – 12 9 – 12
c. Identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social economic and political revolutions.			n/c
d. Systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality.			
e. Investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment.	Social and Political Knowledge Sustaining Fish & Wildlife Resources	WILD Aquatic, When a Whale is Right ◎ WILD, Philosophical Differences ◎ WILD, Sustainability: Then, Now, Later ◎	9 – 12 9 – 12 9 – 12

Key to Symbols:

- Concept is a main focus of the activity
- Concept is addressed in the activity

- ◎ Concept is part of the focus of the activity
- n/c no correlation

II. TIME, CONTINUITY, AND CHANGE	Project WILD/WILD Aquatic Section	Activity Guide, Title & Symbol	Grade(s)
f. Apply ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public policy issues.	Sustaining Fish & Wildlife Resources	WILD, A Picture is Worth a Thousand Words ○ WILD, Sustainability: Then, Now, Later ⊙	9 – 12 9 – 12
III. PEOPLE, PLACES, & ENVIRONMENTS	Project WILD/WILD Aquatic Section	Activity Guide, Title & Symbol	Grade(s)
a. Refine mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape.	Sustaining Fish & Wildlife Resources	WILD Aquatic, Dam Design ○	9 – 12
b. Create, interpret, use and synthesize information from various representations of the earth, such as maps, globes, and photographs.	Sustaining Fish & Wildlife Resources	WILD, Deer Dilemma ○	9 – 12
c. Use appropriate resources, data sources, and geographic tools such as aerial photographs, satellite images, geographic information systems (GIS), map projections, and cartography to generate manipulate, and interpret information such as atlases, data bases, grid systems, charts, graphs, and maps.			n/c
d. Calculate distance, scale, area, and density, and distinguish spatial distribution patterns.			n/c

Key to Symbols:

- Concept is a main focus of the activity
- Concept is addressed in the activity

- ⊙ Concept is part of the focus of the activity
- n/c no correlation

III. PEOPLE, PLACES, & ENVIRONMENTS	Project WILD/WILD Aquatic Section	Activity Guide, Title & Symbol	Grade(s)
e. Describe, differentiate, and explain the relationships among various regional and global patterns of geographic phenomena such as landforms, soils, climate, vegetation, natural resources, and population.	Ecological Knowledge	WILD, Fire Ecologies ○	9 – 12
	Social and Political Knowledge	WILD, Arctic Survival ○	9 – 12
	Sustaining Fish & Wildlife Resources	WILD Aquatic, Dam Design ○ WILD Aquatic, The Glass Menagerie ◎	9 – 12 9 – 12
f. Use knowledge of physical system changes such as seasons, climate and weather, and the water cycle to explain geographic phenomena.			n/c
g. Describe and compare how people create places that reflect culture, human needs, government policy, and current values and ideals as they design and build specialized buildings, neighborhoods, shopping centers, urban centers, industrial parks, and the like.	Social and Political Knowledge	WILD Aquatic, Sea Turtles International ◎	9 – 12
	Sustaining Fish & Wildlife Resources	WILD, A Picture is Worth a Thousand Words ○	9 – 12
		WILD, Cabin Conflict ◎	9 – 12
		WILD, Deer Crossing ○	9 – 12
		WILD, Sustainability: Then, Now, Later ○	9 – 12
h. Examine, interpret, and analyze physical and cultural patterns and their interactions, such as land use, settlement patterns, cultural transmission of customs and ideas, and ecosystem changes.	Ecological Knowledge	WILD, Fire Ecologies ○ (ext. 1)	9 – 12
	Social and Political Knowledge	WILD Aquatic, Sea Turtles International ●	9 – 12
	Sustaining Fish & Wildlife Resources	WILD, Back from the Brink ○	9 – 12
		WILD, Can Do! ○	9 – 12
		WILD, From Bison to Bread: The American Prairie ◎	9 – 12
		WILD, Sustainability: Then, Now, Later ○	9 – 12
		WILD Aquatic, Dam Design ●	9 – 12

Key to Symbols:

- Concept is a main focus of the activity
- Concept is addressed in the activity

- ◎ Concept is part of the focus of the activity
- n/c no correlation

III. PEOPLE, PLACES, & ENVIRONMENTS	Project WILD/WILD Aquatic Section	Activity Guide, Title & Symbol	Grade(s)
i. Describe and assess ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national and global settings.	Social and Political Knowledge	WILD Aquatic, When a Whale is Right ☉	9 – 12
	Sustaining Fish & Wildlife Resources	WILD, A Picture is Worth a Thousand Words ☉	9 – 12
		WILD, Sustainability: Then, Now, Later ☉	9 – 12
		WILD Aquatic, Living Research: Aquatic Heroes and Heroines ☉	9 – 12
j. Analyze and evaluate social and economic effects of environmental changes and crises resulting from phenomena such as floods, storms, and drought.	Ecological Knowledge	WILD, Fire Ecologies ○	9 – 12
k. Propose, compare, and evaluate alternative policies for the use of land and resources in communities, regions, nations and the world.	Ecological Knowledge	WILD, Fire Ecologies ○	9 – 12
	Sustaining Fish & Wildlife Resources	WILD, Back from the Brink ○	9 – 12
		WILD, Cabin Conflict ☉	9 – 12
		WILD, Can Do! ●	9 – 12
		WILD, Deer Crossing ☉	9 – 12
		WILD, Deer Dilemma ●	9 – 12
		WILD, From Bison to Bread: The American Prairie ●	9 – 12
		WILD Aquatic, Dam Design ●	9 – 12
IV. INDIVIDUAL DEVELOPMENT & IDENTITY	Project WILD/WILD Aquatic Section	Activity Guide, Title & Symbol	Grade(s)
a. Articulate personal connections to time, place, and social/cultural systems.	Sustaining Fish & Wildlife Resources	WILD, Can Do! ○	9 – 12
		WILD, Philosophical Differences ○	9 – 12
		WILD, Wildlife Issues: Community Attitude Survey ○	9 – 12

Key to Symbols:

- Concept is a main focus of the activity
- Concept is addressed in the activity

- ☉ Concept is part of the focus of the activity
- n/c no correlation

IV. INDIVIDUAL DEVELOPMENT & IDENTITY	Project WILD/WILD Aquatic Section	Activity Guide, Title & Symbol	Grade(s)
b. Identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life.			n/c
c. Describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self.			n/c
d. Apply concepts, methods, and theories about the study of human growth and development, such as physical endowment, learning motivation, behavior, perception, and personality.			n/c
e. Examine the interactions of ethnic, national, or cultural influences in specific situations or events.			n/c
f. Analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity.			n/c
g. Compare and evaluate the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups.			n/c
h. Work independently and cooperatively within groups and institutions to accomplish goals.		The majority of WILD/WILD activities involve cooperative learning as well as independent investigation opportunities.	9 – 12
i. Examine factors that contribute to and damage one's mental health and analyze issues related to mental health and behavioral disorders in contemporary society.			n/c

Key to Symbols:

- Concept is a main focus of the activity
- Concept is addressed in the activity

- ⊙ Concept is part of the focus of the activity
- n/c no correlation

V. INDIVIDUALS, GROUPS, & INSTITUTIONS	Project WILD/WILD Aquatic Section	Activity Guide, Title & Symbol	Grade(s)
a. Apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society.	Sustaining Fish & Wildlife Resources	WILD, Wildlife Issues: Community Attitude Survey ○	9 – 12
b. Analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.	Social and Political Knowledge	WILD, Wild Bill's Fate ○ WILD Aquatic, When a Whale is Right ○	9 – 12 9 – 12
	Sustaining Fish & Wildlife Resources	WILD, Philosophical Differences ○ WILD, Wildlife Issues: Community Attitude Survey ○ WILD Aquatic, Facts and Falsehoods ○	9 – 12 9 – 12 9 – 12
c. Describe the various forms institutions take, and explain how they develop and change over time.			n/c
d. Identify and analyze examples of tensions between expressions of individuality and efforts used to promote social conformity by groups and institutions.	Sustaining Fish & Wildlife Resources	WILD, Wildlife Issues: Community Attitude Survey ○	9 – 12
e. Describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements.	Sustaining Fish & Wildlife Resources	WILD, Philosophical Differences ○	9 – 12
f. Evaluate the role of institutions in furthering both continuity and change.	Social and Political Knowledge	WILD, Wild Bill's Fate ⊙	9 – 12
	Sustaining Fish & Wildlife Resources	WILD, Philosophical Differences ○	9 – 12
g. Analyze the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings.	Social and Political Knowledge	WILD Aquatic, When a Whale is Right ○	9 – 12
	Sustaining Fish & Wildlife Resources	WILD, Sustainability: Then, Now, Later ○	9 – 12

Key to Symbols:

- Concept is a main focus of the activity
- Concept is addressed in the activity

- ⊙ Concept is part of the focus of the activity
- n/c no correlation

V. INDIVIDUALS, GROUPS, & INSTITUTIONS	Project WILD/WILD Aquatic Section	Activity Guide, Title & Symbol	Grade(s)
h. Explain and apply ideas and modes of inquiry drawn from behavioral science and social theory in the examination of persistent issues and social problems.			n/c
VI. POWER, AUTHORITY, & GOVERNANCE	Project WILD/WILD Aquatic Section	Activity Guide, Title & Symbol	Grade(s)
a. Examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.	Social and Political Knowledge	WILD, Wild Bill's Fate ● WILD Aquatic, Sea Turtles International ☉	9 – 12 9 – 12
	Sustaining Fish & Wildlife Resources	WILD, Cabin Conflict ● WILD, Deer Dilemma ○	9 – 12 9 – 12
b. Explain the purpose of government and how its powers are acquired, used, and justified.			n/c
c. Analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.	Social and Political Knowledge	WILD, Know Your Legislation: What's in it for Wildlife ☉ WILD, Wild Bill's Fate ● WILD Aquatic, Sea Turtles International ○ WILD Aquatic, When a Whale is Right ○	9 – 12 9 – 12 9 – 12 9 – 12
	Sustaining Fish & Wildlife Resources	WILD, A Picture is Worth a Thousand Words ○ WILD, Cabin Conflict ☉ WILD, Deer Crossing ☉ WILD, Deer Dilemma ☉ WILD, From Bison to Bread: The American Prairie ○ WILD, Philosophical Differences ○ WILD, Sustainability: Then, Now, Later ○	9 – 12 9 – 12 9 – 12 9 – 12 9 – 12 9 – 12 9 – 12

Key to Symbols:

- Concept is a main focus of the activity
- Concept is addressed in the activity

- ☉ Concept is part of the focus of the activity
- n/c no correlation

VI. POWER, AUTHORITY, & GOVERNANCE	Project WILD/WILD Aquatic Section	Activity Guide, Title & Symbol	Grade(s)
d. Compare and analyze the ways nations and organizations respond to conflicts between forces of unity and forces of diversity.	Social and Political Knowledge	WILD Aquatic, When a Whale is Right ☉	9 – 12
e. Compare different political systems (their ideologies, structure, institutions, processes, and political cultures) with that of the United States, and identify representative political leaders from selected historical and contemporary settings.			n/c
f. Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.	Social and Political Knowledge	WILD Aquatic, Sea Turtles International ☉ WILD Aquatic, When a Whale is Right ○	9 – 12 9 – 12
	Sustaining Fish & Wildlife Resources	WILD, Cabin Conflict ○	9 – 12
g. Evaluate the role of technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to or helps resolve conflicts.	Sustaining Fish & Wildlife Resources	WILD, Deer Crossing ☉	9 – 12
h. Explain and apply ideas, theories, and modes of inquiry drawn from political science to the examination of persistent issues and social problems.			n/c
i. Evaluate the extent to which governments achieve their stated ideals and policies at home and abroad.	Sustaining Fish & Wildlife Resources	WILD, Back from the Brink ○	9 – 12
j. Prepare a public policy paper and present and defend it before an appropriate forum in school or community.	Social and Political Knowledge	WILD, Know Your Legislation: What's in it for Wildlife ○	9 – 12
	Sustaining Fish & Wildlife Resources	WILD, Can Do! ○	9 – 12

Key to Symbols:

- Concept is a main focus of the activity
- Concept is addressed in the activity

- ☉ Concept is part of the focus of the activity
- n/c no correlation

VII. PRODUCTION DISTRIBUTION & CONSUMPTION	Project WILD/WILD Aquatic Section	Activity Guide, Title & Symbol	Grade(s)
a. Explain how the scarcity of productive resources (human, capital, technological, and natural) requires the development of economic systems to make decisions about how goods and services are to be produced and distributed.	Social and Political Knowledge	WILD, Arctic Survival ○ WILD Aquatic, Sea Turtles International ●	9 – 12 9 – 12
	Sustaining Fish & Wildlife Resources	WILD, From Bison to Bread: The American Prairie ○ WILD, Sustainability: Then, Now, Later ○	9 – 12 9 – 12
b. Analyze the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system.	Sustaining Fish & Wildlife Resources	WILD, From Bison to Bread: The American Prairie ○	9 – 12
c. Consider the costs and benefits to society of allocating goods and services through private and public sectors.	Social and Political Knowledge	WILD Aquatic, Sea Turtles International ●	9 – 12
d. Describe relationships among the various economic institutions that comprise economic systems such as households, business firms, banks, government agencies, labor unions, and corporations.			n/c
e. Analyze the role of specialization and exchange in economic processes.			n/c
f. Compare how values and beliefs influence economic decisions in different societies.			n/c
g. Compare basic economic systems according to how rules and procedures deal with demand, supply, prices, the role of government, banks, labor and labor unions, savings and investments, and capital.			n/c
h. Apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues.	Sustaining Fish & Wildlife Resources	WILD, Deer Crossing ○ WILD, Deer Dilemma ○	9 – 12 9 – 12

Key to Symbols:

- Concept is a main focus of the activity
- Concept is addressed in the activity

- ⊙ Concept is part of the focus of the activity
- n/c no correlation

VII. PRODUCTION DISTRIBUTION & CONSUMPTION	Project WILD/WILD Aquatic Section	Activity Guide, Title & Symbol	Grade(s)
i. Distinguish between the domestic and global economic systems, and explain how the two interact.			n/c
j. Apply knowledge of production, distribution, and consumption in the analysis of a public issue such as the allocation of health care or the consumption of energy, and devise an economic plan for accomplishing a socially desirable outcome related to that issue.	Sustaining Fish & Wildlife Resources	WILD, From Bison to Bread: The American Prairie ○ WILD, Sustainability: Then, Now, Later ○	9 – 12 9 – 12
k. Distinguish between economics as a field of inquiry and the economy.			n/c
VIII. SCIENCE, TECHNOLOGY, & SOCIETY	Project WILD/WILD Aquatic Section	Activity Guide, Title & Symbol	Grade(s)
a. Identify and describe both current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings.			n/c
b. Make judgments about how science and technology have transformed the physical world and human society and our understanding of time, space, place, and human-environment interactions.	Sustaining Fish & Wildlife Resources	WILD, A Picture is Worth a Thousand Words ☉ WILD, Sustainability: Then, Now, Later ● WILD Aquatic, Dam Design ☉	9 – 12 9 – 12 9 – 12
c. Analyze how science and technology influence the core values, beliefs, and attitudes of society, and how core values, beliefs, attitudes of society shape scientific and technological change.			n/c
d. Evaluate various policies that have been proposed as ways of dealing with social changes resulting from new technologies such as genetically engineered plants and animals.			n/c

Key to Symbols:

- Concept is a main focus of the activity
- Concept is addressed in the activity

- ☉ Concept is part of the focus of the activity
- n/c no correlation

VIII. SCIENCE, TECHNOLOGY, & SOCIETY	Project WILD/WILD Aquatic Section	Activity Guide, Title & Symbol	Grade(s)
e. Recognize and interpret varied perspectives about human societies and the physical world using scientific knowledge, ethical standards, and technologies from diverse world cultures.			n/c
f. Formulate strategies and develop policies for influencing public discussions associated with technology-society issues, such as the greenhouse effect.			n/c
IX. GLOBAL CONNECTIONS	Project WILD/WILD Aquatic Section	Activity Guide, Title & Symbol	Grade(s)
a. Explain how language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding.	Social and Political Knowledge	WILD Aquatic, Sea Turtles International ○	9 – 12
	Sustaining Fish & Wildlife Resources	WILD, Philosophical Differences ○ WILD Aquatic, Facts and Falsehoods ⊙	9 – 12 9 – 12
b. Explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations.	Social and Political Knowledge	WILD Aquatic, Sea Turtles International ⊙	9 - 12
	Sustaining Fish & Wildlife Resources	WILD, Philosophical Differences ○ WILD, Wildlife Issues: Community Attitude Survey ○	9 – 12 9 – 12
c. Analyze and evaluate the effects of changing technologies on the global community.	Sustaining Fish & Wildlife Resources	WILD, Sustainability: Then, Now, Later ⊙	9 – 12
d. Analyze the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as health, security, resource allocation, economic development, and environmental quality.	Social and Political Knowledge	WILD, Wild Bill's Fate ⊙ WILD Aquatic, Sea Turtles International ○	9 – 12 9 – 12
	Sustaining Fish & Wildlife Resources	WILD, Back from the Brink ⊙ WILD, Deer Crossing ○ WILD, From Bison to Bread: The American Prairie○ WILD Aquatic, Dam Design ○	9 – 12 9 – 12 9 – 12 9 – 12

Key to Symbols:

- Concept is a main focus of the activity
- Concept is addressed in the activity

- ⊙ Concept is part of the focus of the activity
- n/c no correlation

IX. GLOBAL CONNECTIONS	Project WILD/WILD Aquatic Section	Activity Guide, Title & Symbol	Grade(s)
e. Analyze the relationships and tensions between national sovereignty and global interests, in such matters as territory, economic development, nuclear and other weapons, use of natural resources, and human rights concerns.	Social and Political Knowledge	WILD Aquatic, Sea Turtles International ☉ WILD Aquatic, When a Whale is Right ☉	9 – 12 9 – 12
f. Analyze or formulate policy statements demonstrating an understanding of concerns, standards, issues, and conflicts related to universal human rights.			n/c
g. Describe and evaluate the role of international and multinational organizations in the global arena.	Social and Political Knowledge	WILD Aquatic, When a Whale is Right ●	9 – 12
h. Illustrate how individual behaviors and decisions connect with global systems.	Social and Political Knowledge	WILD Aquatic, Sea Turtles International ☉ WILD Aquatic, When a Whale is Right ○	9 – 12 9 – 12
X. CIVIC IDEALS & PRACTICES	Project WILD/WILD Aquatic Section	Activity Guide, Title & Symbol	Grade(s)
a. Explain the origins and interpret the continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law.			n/c
b. Identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities.	Sustaining Fish & Wildlife Resources	WILD, Wildlife Issues: Community Attitude Survey ○	9 – 12

Key to Symbols:

- Concept is a main focus of the activity
- Concept is addressed in the activity

- ☉ Concept is part of the focus of the activity
- n/c no correlation

X. CIVIC IDEALS & PRACTICES	Project WILD/WILD Aquatic Section	Activity Guide, Title & Symbol	Grade(s)
c. Locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues - identifying, describing, and evaluating multiple points of view.	Social and Political Knowledge	WILD, Know Your Legislation: What's in it for Wildlife ●	9 – 12
		WILD, Wild Bill's Fate ●	9 – 12
		WILD Aquatic, When a Whale is Right ●	9 – 12
	Sustaining Fish & Wildlife Resources	WILD, Back from the Brink ○	9 – 12
		WILD, Cabin Conflict ●	9 – 12
		WILD, Can Do! ⊙	9 – 12
		WILD, Deer Crossing ○	9 – 12
		WILD, Deer Dilemma ●	9 – 12
		WILD, From Bison to Bread: The American Prairie ⊙	9 – 12
		WILD, Philosophical Differences ●	9 – 12
		WILD, Sustainability: Then, Now, Later ○	9 – 12
		WILD Aquatic, Dam Design ●	9 – 12
		WILD Aquatic, Facts and Falsehoods ⊙	
d. Practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.	Social and Political Knowledge	WILD, Know Your Legislation: What's in it for Wildlife ●	9 – 12
		WILD, Wild Bill's Fate ⊙	9 – 12
		WILD Aquatic, When a Whale is Right ●	9 – 12
	Sustaining Fish & Wildlife Resources	WILD, Cabin Conflict ⊙	9 – 12
		WILD, Can Do! ⊙	9 – 12
		WILD, Deer Crossing ○	9 – 12
		WILD, Deer Dilemma ●	9 – 12
		WILD Aquatic, Dam Design ○	9 – 12

Key to Symbols:

- Concept is a main focus of the activity
- Concept is addressed in the activity

- ⊙ Concept is part of the focus of the activity
- n/c no correlation

X. CIVIC IDEALS & PRACTICES	Project WILD/WILD Aquatic Section	Activity Guide, Title & Symbol	Grade(s)
e. Analyze and evaluate the influence of various forms of citizen action on public policy.	Social and Political Knowledge	WILD, Know Your Legislation: What's in it for Wildlife ○ WILD, Wild Bill's Fate ○	9 – 12 9 – 12
	Sustaining Fish & Wildlife Resources	WILD, Can Do! ○ WILD, Deer Dilemma ⊙ WILD, Wildlife Issues: Community Attitude Survey ○	9 – 12 9 – 12 9 – 12
	Social and Political Knowledge	WILD, Wild Bill's Fate ⊙ WILD Aquatic, Sea Turtles International ⊙ WILD Aquatic, When a Whale is Right ⊙	9 – 12 9 – 12 9 – 12
	Sustaining Fish & Wildlife Resources	WILD, Deer Crossing ○	9 – 12
f. Analyze a variety of public policies and issues from the perspective of formal and informal political actors.	Sustaining Fish & Wildlife Resources	WILD, Philosophical Differences ○ WILD, Wildlife Issues: Community Attitude Survey ○ WILD Aquatic, Facts and Falsehoods ⊙	9 – 12 9 – 12 9 – 12
			n/c
g. Evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision-making.	Sustaining Fish & Wildlife Resources		
h. Evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government.			
i. Construct a policy statement and an action plan to achieve one or more goals related to an issue of public concern.	Social and Political Knowledge	WILD, Know Your Legislation: What's in it for Wildlife ⊙	9 – 12
	Sustaining Fish & Wildlife Resources	WILD, Can Do! ●	9 – 12

Key to Symbols:

- Concept is a main focus of the activity
- Concept is addressed in the activity

- ⊙ Concept is part of the focus of the activity
- n/c no correlation

X. CIVIC IDEALS & PRACTICES	Project WILD/WILD Aquatic Section	Activity Guide, Title & Symbol	Grade(s)
j. Participate in activities to strengthen the "common good," based upon careful evaluation of possible options for citizen action.	Ecological Knowledge	WILD, Fire Ecologies ○	9 – 12
	Social and Political Knowledge	WILD, Know Your Legislation: What's in it for Wildlife ●	9 – 12
	Sustaining Fish & Wildlife Resources	WILD, Can Do! ●	9 – 12

Key to Symbols:

- Concept is a main focus of the activity
- Concept is addressed in the activity

- ⊙ Concept is part of the focus of the activity
- n/c no correlation